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On Campus



MAGAZINE FOR FACULTY, STAFF & FRIENDS OF WKU

VOL. 10, NO. 5 • AUGUST 2000

IN THE SPIRIT OF

COMMUNITY



On Campus welcomes new faculty and staff! We're not like your usual employee newsletter. We are a monthly magazine for the campus community—a magazine about you! On Campus contains feature stories about Western's people and programs, listings of professional activities, new names and new faces, and other news items of interest to faculty, staff, and friends of Western. We invite your input. Send items of interest or inquiries to our e-mail address or call us, or check out our web site at <http://www.wku.edu/pa/>. Check out On Campus online!



Dr. Cecile Garmon, Fulbright Scholar

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On Campus

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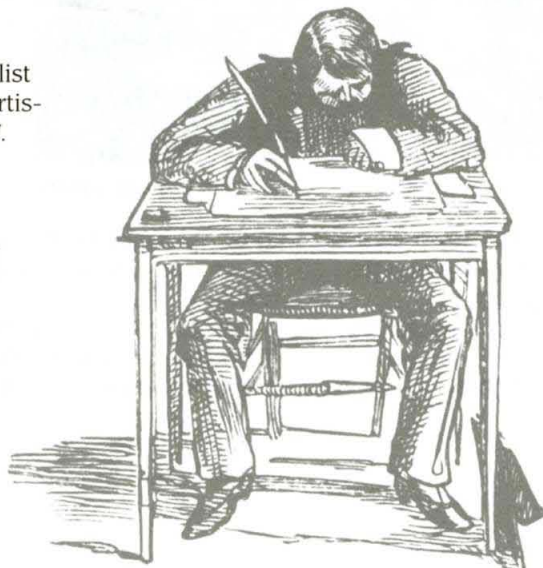
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Making Headlines:

JO-ANN HUFF ALBERS HONORED FOR DEDICATION IN THE NEWSROOM AND THE CLASSROOM

BY KIMBERLY SHAIN PARSLEY

Receiving national awards and honors is nothing new to Western Kentucky University's School of Journalism and Broadcasting. The school has a nationally recognized reputation as one of the best in the country. The College Heights Herald has won the country's two major awards for student newspapers in back-to-back years: the Gold Crown Award from the Columbia Scholastic Press Association and the national Pacemaker Award from Associated Collegiate Press and the Newspaper Association of America Foundation. The photo journalism program has won the William Randolph Hearst Intercollegiate Championship for the past ten years consecutively.

The William E. Bivin Forensics Society is the reigning world champion in speech and debate competition. Individual students regularly place in statewide and nationwide competitions. Students in the school of journalism and broadcasting have excelled and regularly been rewarded for their efforts. Now, the same recognition is being bestowed on the school's director, Jo-Ann Huff Albers, for her extraordinary guidance and leadership.

Albers is the 1999 recipient of the Freedom Forum Journalism Administrator of the Year Award, which recognizes outstanding administrative leadership in the advancement of journalism education. It is the top honor for journalism and mass communication administrators.

"This is the Pulitzer Prize of journalism education administration," Albers said. "It marks the kind of achievement I aspired to when I left the Gannett Company, took a 50 percent cut in annual income, and launched my second career."

Prior to coming to Western in 1987 as head of the journalism department, Albers worked for 20 years at the Cincinnati Inquirer, served as both Editor and Publisher of the Sturgis Journal in Michigan, and of the Public Opinion in Chambersburg, Penn. and general news executive for the Gannett Company.

She first visited Western in 1986 as a member of the Ac-

crediting Council on Education in Journalism and Mass Communication. She served as chair of the accrediting team that evaluated the status of Western's journalism program, spending three days on campus examining a self-study prepared by faculty members and determining how the program was perceived by the rest of the campus. She said she knew the program had some curriculum problems that would have to be addressed, because it was not in compliance with accreditation standards. She said bringing the program into compliance was her first priority when she began in 1987 as head of the WKU Journalism Department.

"I had visited a number of college campuses, had been on accrediting teams to different places, and I really liked Western. I thought I could contribute in this sort of environment," she said.

"After being a newspaper publisher, I didn't want to go back into a newsroom as a reporter. Yet, I wasn't interested in retiring at an early age, so the decision as

to what kind of work I was going to do was made a number of years before I actually sought employment in education."

With the merger of the department of broadcasting and mass communication with the department of journalism, Albers went from being the head of the Department of Jour-



Jo-Ann Huff Albers

PHOTO BY JOE IMEL/PARK CITY DAILY NEWS

nalism to Director of the School of Journalism and Broadcasting. She said the only negative aspect of the merger is how much work is involved in making the new school a success. The school offers six majors, employs 20 full-time faculty members and has more than 850 undergraduate students. "Now I'm faced with the challenge of bringing the broadcasting and mass comm. majors into compliance," Albers said. "Of course I guess there are people out there who'd say I am a glutton for more work and that I actively seek those opportunities."

Albers said she feels the merger of the departments will be advantageous for students, since it is consistent with the merging of different media outlets. She said that when journalists are gathering information and quotes for a story, they are also expected to get sound bites for the broadcast media. She said having the two departments separated did not allow for the cross-over that today's students need. Previously, students in the journalism department were not required to take broadcasting classes. "We were just

School of Journalism and Broadcasting are scattered among four buildings on campus. Albers hopes the new building will allow for more collaboration between faculty members.

"I was a broadcasting major as an undergraduate. I went to work in newspapers, and spent 27 years working in daily newspapers. I always felt like part of me was suppressed because I had no involvement in broadcasting. In a sense, it's allowing me to reclaim some feelings and values that I had held long ago but had no reason to apply," she said.

Charles L. Overby, Chairman and CEO of the Freedom Forum said, "JoAnn Huff Albers exemplifies excellence not only in journalism administration, but also in the classroom and the newsroom."

The Freedom Forum, established in 1991, is a non-partisan International foundation dedicated to free press, free speech, and free spirit for all people. Albers was nominated for the award by Mike Morse, Photojournalism Professor at Western. The honoree is selected by a panel of educa-

Program of Distinction by the Council on Postsecondary Education. Western was awarded \$500,000 by the Council from the Regional University Excellence Trust Fund to create the Center for 21st Century Media. The University will overmatch the allocation with \$533,350. The Center for 21st Century Media will expand the teaching, research and outreach of Western's nationally prominent School of Journalism and Broadcasting. The Center will consist of six bachelor's degree programs in advertising, broadcasting, mass communication, photojournalism, print journalism and public relations; the William E. Bivin Forensics Society; The Mountain Workshops in photojournalism; WWHR-FM, the student radio station; a student-directed public relations agency; and a student-directed advertising agency. Albers said the Program of Distinction designation will allow Western's School of Journalism and Broadcasting to focus on its credo, *We practice what we teach*.

During remarks given at the winter meeting of the Association of Schools

'This is the Pulitzer Prize of journalism education administration,' Albers said. 'It marks the kind of achievement I aspired to when I left the Gannett Company, took a 50 percent cut in annual income, and launched my second career.'

very reluctant to require something that we weren't providing. Now, they are us. We are all together, and that turf protection is not as much a factor," she said.

Due to the strength and growth of the journalism program, the state of Kentucky has allocated \$18.5 million for a new building to house the school of journalism and broadcasting. Tentatively, the building will be ready for occupation in 2002, and will be called the Center for Instructional Technology and Communication. A portion of the funds appropriated by the State Legislature for the new building will be used to remodel the wing of the Academic Complex that will house the offices of the College Heights Herald. At present, faculty and students in the

tors and news professionals from nominations submitted to the Freedom Forum. Albers said she was gratified to learn that her selection as the 1999 honoree was unanimous. Both Albers and WKU received a cash award of \$10,000. The prize given to the University was divided equally among the five coordinators in the School of Journalism and Broadcasting for any use the coordinator deemed beneficial to the program. As part of reward for her efforts, Albers took her family- husband, sons, grandchildren and her mother, to Mackinac Island, Mich., on a much-needed and long overdue vacation.

Another high honor recently bestowed on the School of Journalism and Broadcasting was being named a

of Journalism and Mass Communication and the Association for Education in Journalism and Mass Communication in Memphis, Tenn. In December, Albers said, "I came to my job at Western determined to upgrade reportorial skills, writing or photographing. I wanted to help shape journalists who would design the news, who could report with that rare balance of compassion and fairness, who could communicate clearly and with impact. After 28 years in the media, I believed that the first amendment deserved that level of performance.

"Over the years in media and academia, my greatest aspiration has been to achieve fairness—fairness in how we report the news, and fairness in how we treat the reporters of news."

University Award For Excellence in Public Service

Instrumental To The Community

BY CARLA JO SLAVEY

"Once humanity stops growing and stops being creative, I think it's all over," says Dr. John Carmichael, Director of Bands at Western Kentucky University. The recipient of this year's University Award for Excellence in Public Service sat in his office relaxed, surrounded by stacks of brochures ready to be mailed to incoming freshmen. Carmichael talked about music as being both a skill and an art form speaking in both concrete and abstract terms. He explains his musical philosophy easily, which sometimes comes out as random thoughts, sometimes as well-ordered lists. Music is his life, and not only does he teach it at Western, but he lives it in the rest of the community.

"You can tell what people really believe by what they do," he says. "And for me, doing the public music with the Lost River Cave Big Band and the Southern Kentucky Concert Band is simply an outward statement of what I believe."

It is Carmichael's work with those bands as well as with local high school bands and a number of other activities that earned him this year's University Award for Excellence in Public Service.

Music isn't just about playing an instrument for him. In the materials he submitted to the University Faculty Awards Committee, Carmichael says that no person is "fully educated if they are musically illiterate."

It's an idea that has been around since the Greeks, he explains. "All the way up through the European educational system, the ability to read and perform music was considered to be an important part of total education, particularly desirable by those who were in the upper strata of society."

He says one of the reasons he became involved with community bands is because he feels music shouldn't stop after school. "Life-long music



Dr. John Carmichael

making is possible for anybody who has been educated in the music education system. We need to provide opportunities for life-long music making."

When he first arrived in Bowling Green, he says there weren't many opportunities for the community to be involved in music. "Not only did I believe strongly that the community band was necessary, but if we're going to preach life-long learning and life-long participation in instrumental music, then we needed one in this community."

He began reviving the interest for

community bands. "Fortunately, I hit at a time when there wasn't a big band and swing music was making a resurgence. Also, I had found out about the Lost River Cave, and I was just intrigued by the history of that. So I decided that we would try to put together a big band and just play."

He also directs the Southern Kentucky Concert Band along with Bowling Green attorney Jeffrey Reed.

Carmichael's public service hasn't been limited to community bands, though. He also works with high school bands, and one of the most important things about working with high schools, he says, is to remind the students what performing is really about. "The purpose of what you're doing is to try and entertain a crowd. You're trying to turn on a crowd. You're trying to make the crowd enjoy what you do." He says he believes too many times, high school bands focus on the competitive side, and forget about the audience and the enjoyment they can receive from music.

Working with high schools doesn't just help the community, Carmichael points out. Western benefits as well. "I go out as a representative of Western

and I see in my travels, up to 3,000 students a year. Part of my job is to spread the good news that Western is indeed a fine institution, an institution that's only going to get better."

Carmichael also coordinates the WKU Honors Band Clinic, which brings high school students to the campus every year. He says this is a great time to recruit students.

The Honors Band clinic "brings hundreds of high school students to our campus," writes fellow Music Professor and last year's winner of the University Faculty Award in Research and Creativity, Charles Smith, in his letter of nomination for Carmichael. "Many of the students participating in the Honors Band Clinic come to Western later on as students, and many of those play in the University bands, but who major in other fields. Dr. Carmichael can easily be regarded as one of the most successful recruiters for the University."

Carmichael is quick to point out that for a lot of his public service activities, he receives no monetary compensation. He says he enjoys making music, and that is something he tries to instill in his students. "I gripe at my instrumental education students; I say, 'It's a shame that anybody would have to cajole you into practicing. You should enjoy playing your instrument enough that you'd want to do it anyway, just for the fun of it.' It's fun!"

Carmichael says music is all around us, but many people take it for granted. "What happens in music is also a reflection of what happens in humanity in general.

"Each generation has to find its voice in musical expression. Those who would dismiss music as being less than important must not forget that."

With his work at Western and all areas of the community, Carmichael is doing his part to help musicians of all generations find their voice.



PHOTO BY SHERYL A. HAGAN

University Award for Excellence in Teaching **THE TREK TO EXCELLENCE**

BY CARLA JO SLAVEY

When students go to talk with English Professor Dr. Karen Schneider, they enter an office that is spacious and academic, with books filling up entire walls and plants gathering light near the window. When first entering that office, though, one can easily miss an important detail until it is too late: a life-size cardboard cutout of *Star Trek: The Next Generation's* Worf.

Dr. Schneider, a genuine science fiction expert, points him out and explains why it's important to know he's there. "Often, when people come in they catch him out of the corner of their eye, and then they jerk their head over and it startles them. For two weeks he startled me, but I got used to him."

Along with Worf is a cutout of Princess Leia from *Star Wars* that was given to her by a former student. Schneider says students are what she loves most about being a teacher.

"I love to see those little wheels turn in their heads, and the little light bulbs go on. I like getting to know those people."

Schneider is this year's winner of the University Faculty Excellence Award for Teaching, a position that she says she doesn't take lightly. "I think it's one of those things that teachers always aspire to, but most of us think something like that will never happen."

When professors are nominated for the faculty awards, they submit a notebook with materials relevant to their nomination. Schneider's is filled with comments from student evaluations. It is common for students to praise Schneider in the same sentence as saying how difficult her classes are. Schneider says she views these evaluations as being constructive.

"I think feedback from students is essential, and I learn a lot from the feedback," she says. "I encourage my



Dr. Karen Schneider

students to be forthcoming in their evaluations, because there's no point in doing them if I'm not going to learn something from them."

Judging by the comments within her evaluations, there is no passive learning in Schneider's classes.

"They can't gain any expertise on critical reading and literary analysis unless they do it themselves," Schneider explains about her students. "It's also essential that they realize there is no one meaning to everything they read. Certainly, I don't have a corner on the market of meaning."

Schneider says she doesn't do a lot of straight lecturing to her students. "They read the stories, they talk about the poetry, the play, or whatever it is. We talk about it. I don't really care if they know when Shakespeare was born. I want them to understand why Hamlet couldn't act, or why they think Hamlet couldn't act."

One of the reasons Dr. Schneider became a teacher is because it allows her to be a "perpetual student."

"It requires ongoing learning all the time, learning the subject matter,

learning how to present that subject matter learning how to adjust to different student's needs as these students change."

She says her favorite classes are film studies. "Studying them excites me like nothing else." She has been teaching film studies for some time, and likes to introduce new films and new genres. "I've been reading all about the screwball comedy for next fall, and what fun!"

"My colleague, Ted Hovet, and I are developing a film studies minor, which hopefully should take real shape next year."

Schneider also teaches a speculative fiction course that studies science fiction works. She says that when she first taught the class, the students learned quickly that it would be as hard as their other classes. "They realized they were going to have to take it seriously and not just sit around and talk about cool gadgets and special effects."

Schneider's fellow professors notice her dedication to the students and to the craft of teaching. "She'll teach what she's asked and teach it well. She has a reputation across the English Department as a person who gets things done without fanfare or complaint," writes English Department Head Linda Calendrillo in her letter of recommendation to the Faculty Award Committee. "She's a tireless teacher; when she's not teaching, she seems to be in her office grading papers and talking with students."

Dr. Hovet writes in his recommendation to the Faculty Award Committee that Schneider "is a role model for me in running an organized yet open classroom, in giving students the abilities and confidence to work with complex analytical or theoretical models, and in maintaining high but fair standards for student work."

Now that the semester is beginning once again, Schneider can get back to her work. "Every spring, when summer vacation approaches, I think, 'thank goodness this semester's almost over,' and then by the time summer is halfway over, I keep thinking, 'oh, I can't wait till the semester starts.' I miss that interaction with the students."

FROM THE CLASSROOM TO THE CORPORATE WORLD

Buttoned Down and Ready for Takeoff

BY MARGARET CURTIS-HOWE

It is the realization of every parent's dream—the bills are paid, the graduation ceremony is over, and the first day on the job has arrived for a son or a daughter. A major goal is accomplished and the amazing and wonderful journey into adult responsibility begins.

What makes it happen? Western Kentucky University maintains that good teaching motivates students to become energetic and creative participants in the national and international workplace. Part of the strategy by which this end is achieved is the creation of a formal overlap between the university campus and the corporate world. Dr. Roger Vincent, Human Resources and Organizational Development Team Leader at Logan Aluminum and Adjunct Faculty Member at Western Kentucky University, personalizes this strategy.

Once a week, in the late afternoon, Vincent can be seen searching for a parking place outside the Ivan Wilson Fine Arts Center and heading towards Room 149 in the Department of Communication. A group of graduate students who are enrolled in SCOM-567—New Methods in Training—anticipate his arrival. As far as Vincent is concerned, the transition from team building and problem solving in a major company to lecturing in a university classroom is natural and easy. To him the campus activity is somewhat like a gossip session. He has at his fingertips all the latest news and views on training and development. That's precisely what he does, so of course he knows what the game is about. The students, on their part, are eager to examine ongoing situations and



PHOTO BY MARGARET CURTIS-HOWE

Dr. Roger Vincent

***'I am firm in my belief that I am being paid to teach in the most effective, creative, exciting way that I can.'* —Dr. Roger Vincent**

Human Resources and Organizational Development Team Leader, Logan Aluminum Inc., Russellville, Ky., and Adjunct Faculty Member at WKU

new theories because they too wish to be involved in training and development as a career. They want to listen and they want to learn. There's not a lot of up to date information to be found in textbooks so they know they had better listen carefully. "I'm in love with the subject matter, and I'm in love with teaching," Vincent says,

"I want to remove the pretense, de-cloak the mystery and reveal the secrets of the practitioner."

Vincent does not hold back. First he roots the class experience firmly in the industrial scene by arranging for the class to meet early in the semester at Logan Aluminum, Russellville. After devouring sodas and potato chips in the training building, students patrol the plant floor toggled out in hard hats, ear plugs and non-slip shoes. At first sight, robots and computers appear to be in control of the plant—but eventually the human element becomes visible, pedaling bicycles back and forth on traffic pathways or working behind glass partitions on steel platforms high above the mill floor. Procedures for casting aluminum and rolling hot metal are explained—though not necessarily understood.

Later in the semester the class ventures across town to the University Plaza Conference Center, dons a blue uniform and masquerades as "the Kobe Team". Team leaders from the Alcan Company test out their skills (and learn a few new ones) by interacting with this team and attempting to control and direct its unruly and

self-seeking members. Students learn to detect the kinds of attitudes and actions that may flaw or destroy a team, and to appreciate those attributes that promote team cohesiveness and success. At the same time they have the opportunity to observe professionals in action. The Alcan team leaders bring a wealth of experience to the task and they demonstrate a plethora of sound strategies for dealing with problem situations. The simulation provides a realistic and practical educational environment for both groups of learners.

Another professional opportunity presents itself when class members are given the chance to participate in team training at the Wendell Ford Regional Training Center, Greenville, Ky. Soldiers in the National Guard train here on a regular basis. Vincent's class is challenged to deliver some of this training. One has the feeling that the National Guard participants are way more competent and knowledgeable than the class members, but the soldiers demonstrate an affable spirit of co-operation that lends itself to meaningful exchange of learning.

Vincent's class is a legendary experience. It is not a required class for Communication graduate students, so for the most part people who enroll are there because the subject interests them and because it helps them with career exploration. The class builds upon the foundation that the Communication curriculum has established for them. It

opens eyes, and sometimes career doors. "I have connections to learning situations that exist in corporate and industrial environments," Vincent comments. "That gives all of us a chance to gain something." Vincent uses his own consulting situations, his contacts with recruiters, and his ever-widening circle of friends in the corporate world as an outstretched hand to ease the student's transition into the workplace. Half of his first class at Western Kentucky University found its way into the world of human resources development. "I think the course is a good marriage between liberal arts and vocational pursuits" Vincent comments. "Learning is its own reward, but it's nice when you can make a living as a consequence of it."

One person who has been greatly helped and inspired by Vincent is Dr. Mac Brown, now Vice President of HR Enterprise, Inc., a management consulting firm in Louisville. Brown was on site at Logan Aluminum performing thesis and dissertation research in 1993 and 1995. He found there a data rich environment well suited to his areas of interest—minimizing resistance to change through communication and increasing employee involvement and commitment. "Roger has been an extremely important figure in my professional development," Brown says. "He was great—very knowledgeable, very patient, very articulate. He has always shared his time and insights freely." Brown maintains that over the years he has met many people who are

Dr. Vincent conducts a last minute team training session in the lobby of the University Plaza Conference Center.



skilled at either the theoretical side or the application side of organizational development. Vincent is one of the very few people Brown has met who is skilled at both. "He knows the theory—that is the foundation of success in academia; and he applies it in a meaningful way—that is the foundation of success in business and industry." Brown learned a lot from observing Vincent's ability to identify symptoms, perform relevant research to determine causes and then develop responsive systems. This knowledge has been valuable to Brown in his own professional career.

How do students react to a class that stresses both theory and application? Tamela Maxwell, Academic Advising Associate, WKU, was a student in a recent SCOM-567 class taught by Vincent. "This class is one of the most



Dr. Vincent makes assessment notes as graduate students act out a team building activity.

PHOTO BY MARGARET CURTIS-HOWE

Employees can no longer be thought of as extensions of machines; they are in fact business partners and they need to be trained to think as businessmen and businesswomen. Human resources development is therefore becoming increasingly significant in the corporate world.

interesting and exciting courses I have ever taken," she comments. "I have gained valuable knowledge to prepare me to work in the area of training and development." In general, students find such a class both challenging and enjoyable. They relish the "hands-on" assignments that are an integral component of the class experience and they appreciate the opportunity to encounter authentic work situations.

Vincent's casual and collegial style belies the seriousness of his intent, which is to have every student complete all the learning objectives. Vincent strives to avoid what he describes as "paternalistic authoritarianism", but he is not averse to pointing out to students areas of performance which need correction or improvement. However, he takes upon himself the responsibility for insuring that the student is successful. "I enter the learning environment with a 'no fail' mentality. It is my target. If

students haven't learned, I haven't taught, so back to the drawing board I go." How does Vincent feel about the students he encounters in Western's communication department? He is impressed by the serious attitudes they bring to their studies, the humor, the energy and the smiles.

Vincent confronts his classes with the significant changes that are taking place in work organizations across the world. It is no longer enough for workers to be reliable, steady and willing to follow directions. In the world's best companies, high performance work organizations expect employees to use judgment and make decisions. If this change is to be implemented effectively, a large investment must be made in training. Employees can no longer be thought of as extensions of machines; they are in fact business partners and they need to be trained to think as businessmen and businesswomen. Hu-

man resources development is therefore becoming increasingly significant in the corporate world. Well qualified trainers are needed to act as catalysts so that change and prosperity can be realized. Western students have the chance to participate in this quiet revolution—the opportunity is theirs for the taking.

What advice does Vincent give to Western students? "Find something to do that you truly love doing, but don't let it enslave you; otherwise you will lose the romance, and that will be a precious loss to try and recover".

It sounds like good advice, and Vincent himself appears to be living by it.

.....
Dr. Margaret Curtis-Howe is on optional retirement from WKU. She is teaching freshman seminar classes this fall and is developing a new career in corporate training.



IS IT ETHICAL? IS IT LEGAL? IS IT SAFE?

Learning From Business and Industry

BY AARON W. HUGHEY

The last twenty years have not been kind to higher education. The university has become the subject of intense scrutiny as many have begun to question its intrinsic value as a cultural institution. Funding is scarce. Buildings are in desperate need of major repair. The curriculum needs to be more philosophically coherent. There needs to be greater accountability at all levels. The list goes on and on.

In short, higher education is in the midst of a major transformation. Perhaps *revolution* would be more descriptive. If colleges and universities are to survive, they must drastically change the way they operate. In the never-ending battle to keep colleges and universities responsive to ever-changing needs, administrators are perpetually looking for better ways to meet the heightened demands of an increasingly diverse student population. Toward this end, a great deal can be learned from the corporate sector.

Many of the strategies currently being pursued by business and industry are directly applicable to higher education. Therefore, it might be helpful to look at some of the lessons higher education administrators can learn from a close examination of the transformation taking place in the corporate world. Some of the more daunting challenges facing colleges and universities today involve greater sensitivity to legal and ethical issues and campus safety.

Is it Ethical?

Although deed has not always followed word, the corporate world has consistently recognized the paramount importance of ethics in any long-term

strategy aimed at business success. Several highly publicized scandals in the 1980s and 90s tended to underscore the need to emphasize honesty and integrity in the business school curriculum. Similarly, many critics are calling for an increased emphasis on moral development within our colleges and universities.

Stephen Covey, in his bestseller, *The Seven Habits of Highly Effective People*, addresses this dimension of what should characterize an "educated" person through his discussion of the "Character Ethic." Indeed, it is appropriate to expect that the college experience should produce graduates who possess a heightened sense of ethical responsibility and respect for other human beings. Covey feels strongly that many of the problems associated with contemporary American culture are directly related to our failure to properly develop people in a positive way that promotes self-fulfillment through meaningful contributions to others.

By its very nature, college is a microcosm of the forces that shape society at large. It magnifies those forces and presents them to our nation's youth on a daily basis. As such, one of our cardinal

responsibilities is to continually strive to produce graduates with a strong value system grounded in principles of honesty, integrity and service to others. Undeniably, faculty and staff can exert a tremendous influence toward achieving this end.

To be truly successful, education must extend beyond the mere acquisition of technical information. It must encompass every aspect of a student's total being. And an important aspect of educating the whole person entails nurturing an appreciation for individual and collective differences. Through the college experience, students should learn to appreciate diversity in all its various forms. Individuals who instinctively act in an ethical manner invariably understand and champion the tremendous advantages of a pluralistic society. This is really the foundation of all ethical behavior.

Is it Legal?

Similarly, the corporate world has been increasingly affected by the volatile legal environment which has characterized the United States since the 1960s. Among the many dimensions considered important to successful business are a clear understanding of, and appreciation

for, applicable federal, state, and local laws. Moreover, equal credence must be given to the administrative guidelines developed as a result of those laws, along with a thorough and realistic respect for the rapidly-expanding case law which affects the design, production, marketing, and ultimate delivery of viable goods and services.

It is common knowledge that society has experienced a marked trend toward increased litigation during the past few years. Modern corporations operate within an environment where seemingly minor infractions can have monumental consequences. From a standpoint of mere survival, it is imperative that everyone in an organization, from top management to front-line employees, be acutely aware of the overall significance of these trends and their potential impact on day-to-day business operations.

Companies which are successful are, by necessity, innately aware of the legal constraints in which they conduct their affairs, both on a macrocosmic and a microcosmic level. Just as businesses must strive to stay within com-

ate supervisory, training, budgeting, and general decision-making skills.

Higher education administrators must foster within their departments an appreciation for the complex nature of the legal system and how it inevitably affects the delivery of services. They must also work to build a desire to always act in good faith with respect to their peers, colleagues, supervisors, and other representatives of the institution and the general public. Further, they must accentuate an appreciation for why and how legal decisions have been made, including the ability to recognize and appreciate all sides of a given issue.

Is it Safe?

Partly due to a preoccupation with potential litigation that permeates contemporary American culture, partly out of an increased emphasis on being as cost-effective as possible, and partly out of a genuine concern for the well-being of others, the corporate sector continues to place a preeminent emphasis on the role of safety in the contemporary workplace environment. Slogans and exhortations aimed at helping employees keep safety

tained and free from any foreseeable risks and dangers. Moreover, safety should be an overriding factor in all decisions regarding the development and implementation of programs and services. Policies and guidelines for student conduct should reflect the preeminent nature of the campus as a haven for the acquisition and dissection of knowledge.

Enforcement of policy must likewise complement the maintenance of an atmosphere conducive to student learning and development. Safety must be an instrumental consideration in every decision. As any corporate safety manager will attest, having safety first and foremost in the minds of employees and staff is only possible by nurturing an appropriate attitude.

Conclusion

As demographics and other factors continue to precipitate change in the makeup of the college student population, colleges and universities are being forced to critically re-examine the effectiveness of their programs and services on almost a daily basis. Just like the private sector, higher education has been

There is a reason most companies have placed ethical and legal issues and safety among their top priorities. Higher education would be well advised to follow suit.

plex legal parameters when they deal with external consumers and competitors, they must also constantly endeavor to stay within the legal boundaries which exist within the organization itself—boundaries which are often even more well-defined and restrictive.

In an analogous sense, academic administrators must work to familiarize themselves and their colleagues and staff with the legal environment in which higher education resides. Everyone at the institution should be cognizant of the statutes, administrative guidelines and relevant judicial cases which intrinsically impact their ongoing efforts to facilitate student learning and development.

It is even more important, however, that administrators be able to translate legal awareness into constructive action. The idea is to be able to integrate legal concepts into every aspect of management practice, including the development and refinement of appropri-

ate at the center of all personal and business-related activity can be found in the lobbies, hallways, cafeterias and break rooms of almost any major manufacturing facility in this country.

Furthermore, most companies have regularly scheduled safety meetings and training sessions on both a formal and informal basis. As businesses strategists struggle to amplify productivity while concurrently downsizing staff requirements (essentially trying to do more with less), they have been forced to invest more extensively in their human capital. And given that work in general has tended to become more highly specialized, it has become desirable to make sure that the best interests of the employee are foremost in the priorities of managers, supervisors, and team leaders.

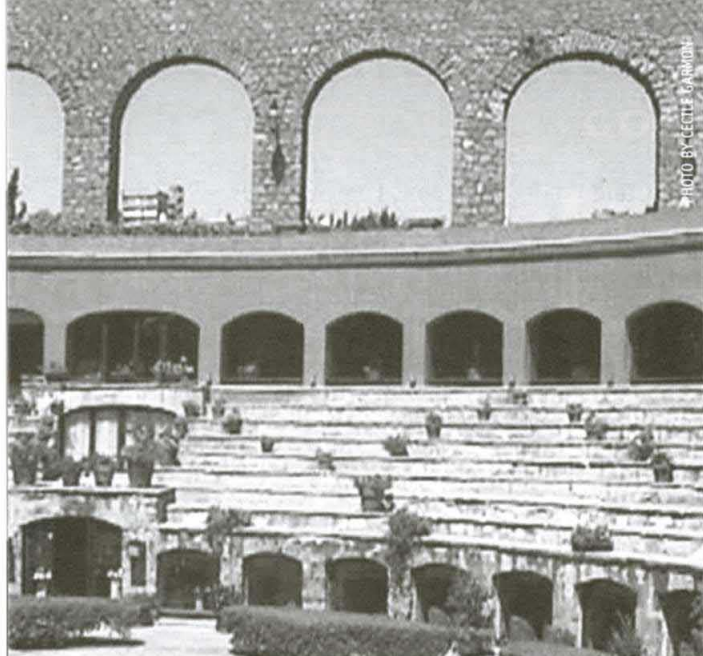
College and university administrators have a special obligation to make sure that, in the very least, student living/learning environments are well-main-

subject to a much greater level of accountability during the last twenty years.

While what works in business and industry may not always have direct application to colleges and universities, much of what the private sector does can be extremely useful to those charged with maintaining high academic standards in an age when the need for postsecondary education is being constantly questioned. There is a reason most companies have placed ethical and legal issues and safety among their top priorities. Higher education would be well advised to follow suite.

Note: This article is excerpted from "What Higher Education Can Learn from Business and Industry" by Aaron W. Hughey, which appears in the February 1997 issue of Industry and Higher Education. Used with permission.

Dr. Hughey is an associate professor of educational leadership at WKU and a regular contributor to On Campus.



The ancient aquaduct overshadows the old bullring which now serves as the central courtyard of the Hotel Presidente in Zacatecas.

No Siesta for Cecile

BY CECILE GARMON

In March 1999, the letter from the William J. Fulbright Foreign Scholarship Board arrived and the initial statement, "It gives me great pleasure to inform you that you have been selected for a Fulbright Scholar award..." brought me very mixed emotions: wonder and amazement that such an occasion was actually happening to me; incredulity that my application had actually been accepted; apprehension that perhaps they had made a mistake and I would receive an apologetic phone call the next day; doubt as to whether I had misrepresented my skills and would be able to manage my project, and finally, growing excitement and enormous anticipation for the activity to really begin.

In fact, I had been receiving hints for several months that my application, submitted in July 1998, was still under consideration. Just before Christmas of 1998 I received a letter which indicated that my proposal had passed the first review and was being sent to the Mexican organization for their consideration. I had no idea whether this was a significant step in the process and did not tell anyone about this report. In February I received a letter in Spanish from COMEXUS, the Mexican host organization, which indicated that they had approved my proposal and were returning it to Washington for further study. I had never heard of COMEXUS, was afraid I had misunderstood the Spanish, and didn't know the importance of this step. After receiving no information for several weeks, I emailed the contact in Washington to ask if the COMEXUS letter was a positive sign, and got an immediate affir-

mative reply which indicated that my proposal would be funded and that the announcement letter would be mailed very shortly. At this point I confidentially mentioned to my department head and dean that I had applied for a Fulbright and it appeared possible that it might be awarded. Finally, in March the official letter arrived, and I was able to share the news with my colleagues.

The U.S. Congress began the Fulbright Scholar Program in 1946 with the goal of "increasing mutual understanding between the people of the United States and the people of other countries...and thus to assist in the development of friendly, sympathetic, and peaceful relations between the United States and other countries of the world." Since its origins, approximately 225,000 scholars and professionals worldwide have taken part in some of the programs sponsored by this organization. In 1999-2000 pro-

grams were offered in more than 120 countries; in many of them the local government hosts substantial funding for the scholars and participates heavily in the selection process. Such is the case with Mexico.

THE FUNDED PROJECT

Since my proposal was for four months and would begin in January 2000, I had considerable time to organize my work at Western, my instructional and research project plans, and my personal activities before beginning the assignment. My project was a combined instructional/research grant as a senior scholar to take place in Guadalajara, Mexico. I would be associated with the Department of Social Communication (DECS) at the University of Guadalajara in the second largest city in Mexico.

The University of Guadalajara is a public university with approximately 100,000 students and scattered in multiple sites throughout this city of five to six million people. The DECS is located in a residential neighborhood at quite a distance from the main campus, and it occupies a former private home which has been converted to offices and classrooms. This department has a unique organizational history in Mexico and perhaps in all Latin America. It was established as an "institute," a Latin American term for research unit with no instructional component. After a university-wide modernization project in the early 90s,

the "institute" became a department and they added a master's level degree program which now forms the instructional mission of the unit. Faculty are employed primarily as researchers; they teach only one course per semester, not always in the DECS itself. Faculty research responsibilities relate directly to their areas of expertise and their salaries reflect individual annual contracted commitments for publication and service. Some of the most highly regarded communication experts in Latin America are part of the DECS faculty, and the appointment offered me a significant opportunity to work with them and learn from them.

My project included areas of intercultural and multinational business communication. Neither of these areas forms a part of the curriculum or research activity at the DECS, so the faculty members were curious about the purpose and content of my project. In my first meeting with the department head, we shared ideas about interpersonal, organizational, and intercultural communication, none of which are typically included in Latin American communication research and instruction at the graduate level. It took a few weeks for us to develop common goals and work plans which would accommodate my needs

and which would offer substantial information to the DECS students. We agreed that I would teach one graduate seminar over the semester which would be required of all graduate students as an "additional opportunity" beyond their regular loads. For the second year students this represented significant work because they were all involved in the finalization of their theses as well as other classroom responsibilities. Since a knowledge of English forms a requirement for all students at DECS, the regular text materials which I use in the US could suffice, and I had purchased copies and brought them with me to Mexico. The Fulbright-Garcia Robles grant paid for these materials which I left in the DECS Resource Center when the grant ended.

The class activity formed a highlight of the entire semester. Students appeared relaxed and interested in the content. The students have different undergraduate backgrounds, none of

which included the communication areas that form intercultural communication. I decided to combine two WKU courses, intercultural communication and multinational business communication, and to ask the students to help me focus on topics which they considered important to their lives. We talked a great deal about cultural factors that affect communication behaviors. I learned a lot from them about the Mexican culture, not only from what they said but also from the ways in which they approached various topics. Their thought processes appeared different from the typical U.S. student in that the Mexican students focused more on causes and theoretical bases than on results and effects. I find that U.S. students usually have more concern on application than on development of theory. One of the students told me that I should not be surprised at this since everyone knows that Americans are much more pragmatic than Mexicans!

The U.S. Congress began the Fulbright Scholar Program in 1946 with the goal of "increasing mutual understanding between the people of the United States and the people of other countries..."



Cecile Garmon visits the Temple of Quetzalcoatl at Teotihuacan near Mexico City.

The research component of my project provided me with the greatest surprise. I had proposed to identify cultural factors which significantly impact communication across cultural differences and then make recommendations for strategies to enhance the intercultural communication process in multinational business. I had not experienced managing a research project in a different culture, where the language and thought processes vary considerably from my own. So I had some apprehension about getting started. I found that networking is even more valuable in Mexico than in the United States and that once connections had been made, I had almost no trouble continuing the links and being received very warmly by people from all levels of business and society. Because my topic appeared very

nebulous to them, many people whom I called for interviews agreed to meet with me but told me that they feared that they could offer no assistance because they had no information about culture. When we got started on the interviews, they realized that they knew all about their culture and became very excited about the topic and almost universally recommended other people to me for interviews. I enjoyed every one of the interviews and think that I learned something new from each person who met with me. Sometimes it was something rather startling; other times it was a reinforcement of concepts which had been suggested earlier. The ages of my interviewees ranged from the early twenties to the middle nineties. The former was a driver in Mexico City and the latter was a highly respected former U.S. Consul in Guadalajara who has devoted his retirement to enhancing business interaction between Mexico and the United States and to developing entrepreneurship among Mexican youth. I was fortunate to have approximately 50 interviews in all and unfortunate that the grant ended. I had just begun to develop contacts in Mexico City and to think about moving on to conduct interviews in Monterrey since people had insisted that Mexico has many cultures and that these three cities are quite different environments for business. I will search out opportunities and funding sources to continue the research in those areas.

LIVING IN MEXICO

One of the first items of information which the Fulbright organization shares with the grantees relates to local housing and the fact that they take no part in locating housing for the recipients. I thought that I was beginning a great adventure; for the first time in my life I would be moving alone to another country, finding a home, making the arrangements necessary for living there (such as phones, internet connections, etc.), actually teaching with totally new faculty and staff, and participating in an organization which was culturally and academically different from my own. How exciting to have this opportunity



Students in the Intercultural Communication Class at the University of Guadalajara posed on their final day in class with Cecile Garmon.

at age sixty. And how fortunate to have a highly respected organization see merit in my work and demonstrate sufficient confidence to fund my project!

I immediately began to inquire about apartments, since I knew that I wanted to live in a totally Mexican environment and to meet Mexican families. The Kentucky office of economic development provided me with much assistance by recommending that I rent a furnished apartment in a suites hotel and provided me with a list of available hotels in the most appropriate neighborhoods. I waited until I got to Guadalajara because I had the idea that I would prefer a simple apartment to a hotel environment and I began my search upon arrival. I learned in one day that I should take the advice of people who have experience, since furnished apartments are neither plentiful nor cheap in Guadalajara, nor are they generally available in areas where I would feel comfortable living. So I rented a one-bedroom apartment in a Mexican hotel where I was the only "Americana" there during my sojourn. The location was very fortunate, within three blocks of the most important traffic arteries in the city, two blocks from a new high-rise

mall and cinemas, good ice cream stores, and still in a residential neighborhood. Without a car for the first time in my adult life, I learned to walk much more, to catch all types of city buses, to take great buses from city to city, and to make use of the abundant and inexpensive taxis when needed. I especially enjoyed the taxis because the drivers took so much interest in sharing their ideas about many parts of Mexican life, especially the then upcoming presidential election.

Mexican food is abundant, delicious, varied, and not terribly expensive, depending, of course, on where purchased. I enjoyed shopping in the grocery stores and in the sidewalk markets for different food from what I usually have here. I learned especially to use fruit and cheese that I had not known before. I also enjoyed the great varieties of bread which are available everywhere. I tried many restaurants but mostly cooked and ate at my apartment. I joined a health club and continued my exercise routine that I had established at home. I found the Mexican people very hospitable, and was frequently invited to join faculty members in their homes for meals or special events such as birthday parties and mother's day celebrations.

TRAVEL

Finally, I had opportunity to travel in Mexico, on several occasions to places where I had not been before on previous trips. I visited the city of Morelia, a colonial city in the state of Michoacan, which resembles the Spanish city of Toledo, narrow streets lined with tall stone buildings. I stayed in an ancient hotel there built in the 17th century and only partially modernized since then. On that trip I also went to the town of Patzcuaro and the lovely Lake Patzcuaro where the fishermen use butterfly netted boats and which boasts an ancient indigenous pyramid, Tsintsuntsan, overlooking the lake. This visit also encompassed the town of Santa Clara del Cobre where copper mining has gone on since before the arrival of the Spaniards. My guide also took me to Zirahuen, a local resort frequented by middle class Mexicans and quite dif-

which features the messages that were communicated in the past by means of physical masks as compared to the masking behaviors which we use in contemporary society.

I also had the opportunity to visit Mexico City early in my visit. I attended a conference of all the current Fulbright recipients in Mexico and had the pleasure of meeting the other grantees and hearing them explain their projects and the success and problems they faced. During this visit a noted historian conducted a walking tour of the Zocalo, pointing out architectural features and historical landmarks which I had not seen before. We stopped in a 16th century home and were thrilled by a guitar, piano, and violin concert, some of which was performed by members of our group. During the last two weeks of my stay in Mexico I returned to Mexico City to conduct interviews and was in the

of messages across culture in general and certainly between United States and Mexican cultural agents. In addition, I remain more convinced than ever of the importance of including cultural information and intercultural communication instruction in our educational curriculum, both in the United States and in Mexico. As the global society becomes more urgent in need and in time constraints, clearer understanding of how communication can succeed assumes higher priority. At Western we need to develop more linkages with universities in other countries and I think that the activities which are under way now will bear great fruit for our students and for our populace as we interact more and more frequently with our Mexican neighbors. The current time is especially interesting and important as the Mexican people have just taken a very significant step in changing

'I remain more convinced than ever of the importance of including cultural information and intercultural communication instruction in our educational curriculum, both in the U.S. and in Mexico.'

ferent from the resorts that we Americans think about in Mexico.

On another trip I went to the city of Zacatecas, which is north and east of Guadalajara, and an ancient silver mining city. It was in this lovely town that I visited two museums that gave me very different insight into the Mexican culture than I had ever experienced. Each of these museums features the work of one of the Coronel brothers, sculptors and artists of the 20th century. Before his death, a well-known native artist, Pedro Coronel, contributed much of his artistic production to a museum there and his brother Rafael Coronel gave his collection of indigenous masks to the city of Zacatecas. This truly outstanding collection is housed in a museum constructed amid the ruins of an ancient monastery that was partially destroyed during the Mexican Revolution of 1910-1921. I cannot describe the great impression which these masks made on me and the inspiration to develop a research project

U.S. Embassy the day the "I love you" virus shut down all their computers. On one of these days I took the time to make a return visit to Teotihuacan, which I had not seen in approximately 20 years. I remain astounded at the development the archeologists have made in unearthing these magnificent pyramids and the outstanding museum in which the visitor stands on a plexiglass platform, looking down to a model of the "City of the Dead" and looking up through a glass wall at the back of the actual Pyramid to the Sun. I will always be grateful that time and opportunity became available for me to revisit this spot.

APPLICATION

Well, where do I go from here with this experience? I have a significant amount of data to analyze and to put into formats that can assist people who want to improve their communication activities with people of other cultures. I believe that these data offer significant information for the transfer

their historical political patterns with the election of the first president from an opposition party since the Mexican Revolution in the early 20th century. Our country's move away from our traditional ethnocentrism and toward increased interaction with the Mexican people for the mutual benefit of both peoples can start in our classrooms and with our students and faculty.

I hope that my good fortune in having this experience can prove useful for Western's students and for interaction with Latin American students and faculty. I also encourage other faculty members to consider applying for a Fulbright grant in the future. We have several other Fulbright recipients at Western and I hope that many more faculty members and students will consider this very exciting opportunity.

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Dr. Garmon is associate professor of communication in the School of Journalism and Broadcasting.

PROFESSIONAL ACTIVITIES

Accounting

Dr. Jan Colbert has been elected Secretary Treasurer of the Kentucky State Board of Accountancy for a one-year term. Dr. Colbert has her article, "International and U.S. Standards: Error and Fraud," published in the April, 2000 issue of *Managerial Auditing Journal*. Dr. Colbert coauthored an article with **Brian Turner** entitled "Strategies for dealing with Fraud." The article appears in the May/June, 2000 issue of *The Journal of Corporate Accounting and Finance*.

Community College

Dr. Frank Conley, Director, has been appointed to a three (3) year term beginning July 1, 2000 to the Barren River Workforce Investment Board. The Barren River Workforce Investment Board (WIB) is the BRADD regional coordinating body for local workforce development activities. It evolved out of efforts to address the need to enlarge the local workforce and raise the skills of the workforce, and follows the passage of the Workforce Investment Act of 1998.

Economics

Dr. H.Y. Kim's article (with Dr. J Lee, University of Central Florida), "Quasi-Fixed Inputs and Tests of Long-Run Equilibrium in Production: a Canonical Cointegration Approach," has been accepted for future publication by the *Journal of Applied Econometrics*.

Folk Studies and Anthropology

Dr. Erika Brady's book, *A Spiral Way: How the Phonograph Changed Ethnography* (University Press of Mississippi, 1999) has been given the Association for Recorded Sound Collections Award for Excellence for its contribution to the history of sound recording. Also, last spring, Dr. Brady was inducted into the National Thumb Pickers Hall of Fame in the category of "non-musician supporter," for her work in preserving, promoting, and documenting this distinctive guitar style.

Pretty diverse? "It's fun to be a folklorist!" she says.

History

Dr. Marion B. Lucas has published a book, *Sherman and the Burning of Columbia*.

Public Health

Robert Fulton, Donita Lashley, Southcentral AHEC and **Lee Brown**, KEMSA Director participated in a health fair at Warren Elementary April 12-13, 2000.

Dr. Thomas Nicholson and **Dr. John White** presented Drugnet research findings at the 13th International Conference of the Drug Policy Foundation in Washington, DC in May.

Jim Ramge and **Dr. Michael Ballard** have been appointed to the Board of Directors of the Bowling Green/Warren Chapter of the American Red Cross. **Ramge** presented a paper on, "Implementing TQM in a Multicultural Ambience at the 12th Annual International Symposium on Quality Function Deployment (QFD) 2000, that took place on June 5-6, 2000 in Novi, Michigan

TIME TO GIVE SOMETHING BACK

BY DONNA KIRWAN

Catherine Coogan Ward, a retired professor at Western Kentucky University and a Bowling Green resident, has given \$100,000 to the WKU Foundation to establish an endowed visiting professorship in women's studies. This gift, which will be used to bring highly qualified women's studies scholars to Western, will receive matching funds from the state.

Ward has established this professorship in honor of her mother, Elizabeth Shields, and her mother's brothers and sisters. When their father was injured in an industrial accident and their mother died following childbirth, the family members pooled their resources in order to make their way in the world. "I have benefited from the fruits of their collaborative efforts. Now it is time to give something back," said Ward.

Ward feels that this gift is an appropriate expression of her parents' values. They emphasized the importance of education and community service. "There were two hard and fast rules in our family. You finished college before you made any significant life decisions, and you contributed to the common good," Ward said. Her father, Paul Coogan, set the example. After high school he worked and helped his younger brothers and sisters obtain their college educations. Later, as an independent business man he was active in social and philanthropic causes. Ward's brother, Paul M. Coogan, is also providing \$10,000 in support of the professorship.

Before they retired, Ward and her husband, Dr. Robert Ward, taught in the Department of English at Western. After the Women's Studies Program was initiated in 1990, Ward became its director. Ward remembers how she



Catherine Coogan Ward

struggled as the director to establish the academic legitimacy of women's studies and to win the institutional and faculty support the program needed to survive.

Another example of Catherine Ward's leadership was establishment of both the Catherine Ward Scholarship and the Catherine Coogan Ward Feminist Action Award which is presented annually to an individual actively working to improve the quality of life of women at WKU.

Ward thinks that many people do not have a clear understanding of women's studies in academe. "From its beginnings, Western's Women's Studies Program has focused on examining our culture and history, not only from the point of view of women, but including women as subject matter," she said. The program is designed to broaden women's and men's knowledge and awareness of gender dynamics, with an emphasis on issues that impact women's experiences.

Current director, Dr. Jane Olmsted, feels that this professorship will address many of the department's needs.

"One of the most pressing needs for the Women's Studies Program is faculty who are assigned to teach either our undergraduate or graduate core courses. Although we have a wonderful volunteer faculty who are released from other teaching responsibilities to teach a course or two a year for Women's Studies, I am currently the only faculty member officially assigned and expected to teach in the program," she said.

"This is just another example of Katie's generous support of Western and the Women's Studies Program," said Tom Hiles, WKU vice president for Development and Alumni Relations. "Not only does Katie provide leadership gifts, but she also serves on the WKU Foundation Board and has been there to help whenever asked. She is the quintessential volunteer!"

Ward's gift is the latest in the *Investing in the Spirit* campaign that is designed to implement the university's vision to "be the best comprehensive public institution in Kentucky and among the best in the nation." The current campaign total toward the goal is \$43.9 million.

In 1998 the Wards created the Robert E. and Catherine C. Ward Endowment Fund to provide permanent financial support for the WKU Women's Studies Program by giving property valued at \$100,000.

Ward is currently at the Colonnade Level of the Henry Hardin Cherry Society at Western. The Colonnade Level honors donors whose lifelong commitments to Western total \$100,000 to \$499,999.

Donna Kirwan, a May 2000 WKU Graduate in Corporate and Organizational Communication, is currently pursuing a Master's of Communication at Western and working in Development and Alumni Relations.

CENTER FOR TEACHING AND LEARNING TURNS TEN Happy Birthday, CTL!

BY DR. SALLY KUHLENSCHMIDT

The Center for Teaching and Learning, celebrating its tenth year anniversary this year, welcomes new faculty to Western!

Located on the Ground Floor of Cravens Graduate Center, Center Director, Dr. Sally Kuhlenschmidt and her staff invite all faculty to visit their facility and learn more about their services, which include activities and resources that enhance teaching.

Through the Center, Western faculty themselves act as presenters for workshops and seminars, and they contribute ideas and suggestions to the Center's newsletter, *The Teaching Spirit*, the CTL newsletter for instructors.

The Center has a variety of informational booklets which can be accessed on their web site, <http://www.wku.edu/teaching>.

"When I first began as Director of the CTL, I often heard faculty say, 'I'm the only one who really cares about teaching on this campus.' I never hear that anymore. Our faculty are increasingly connected with one another and with the goal of sustaining themselves as instructors. We at the CTL have tried to support and strengthen those feelings of collegiality and connectedness among the faculty throughout our ten-year history," said Kuhlenschmidt.

In 1990 the Center for Teaching & Learning was established with a Strengthening Institutions Title III grant from the U.S. Department of Education. With this grant WKU created a unit with the mission of supporting effective teaching practices and providing development opportunities in college instruction. The grant provided funds for materials, travel and personnel support.

Another activity of the CTL includes Individual consultations. The Video Recall program allows faculty to have their classes videotaped. They can then view the tape in private or with a consultant. Faculty and graduate assistants may obtain a list of their activities for inclusion in their evaluation materials.

"We field many faculty questions every year, from 'Where do I find money to travel to a teaching conference?'

to 'How do I improve my student ratings? If we aren't able to provide a needed service, we do our best to know who on campus does,'" said Dr. Kuhlenschmidt.

The use of technology in instruction has come of age during the decade of the CTL, and activities have been influenced as faculty learn to use various technologies.

"Today we have four laptops (3 PCs and a Mac), two digital cameras, and a Proxima projector that faculty can check out for their courses," said Dr. Kuhlenschmidt, adding: "We have a variety of in-house services as well, such as transparency makers, a spiral binding machine, a small computer lab with a scanner, a poster printer and a color laser printer. All of these are available for use by instructors for educational purposes. With the increase in faculty interest in distance learning the CTL has co-sponsored with other campus units the Summer Institute on Instruction and Technology in Instruction, been involved in assisting the Kentucky Commonwealth Virtual University in its development and offered many individual hours of assistance to instructors.



Dr. Barbara Burch, Provost, Dr. Sally Kuhlenschmidt, and Associate VP for Academic Affairs Dr. John Petersen, celebrate CTL's tenth anniversary.

"What makes our CTL special is that it is a product of the efforts of many faculty. It is truly the outcome of collaboration and cooperation among WKU's faculty as they share their experiences and ideas with others."

Dr. Kuhlenschmidt is director of the Center for Teaching and Learning.



PHOTO BY SHERYL A. HAGAN

WKU WELCOMES ROBERT DEANE, CHIEF OF POLICE

BY KIMBERLY SHAIN PARSLEY

When Robert Deane came to Western Kentucky University as Chief of Police on Jan. 31 of this year, he knew challenges awaited him on the hill. His arrival as chief came on the heels of an external survey, which outlined some problem areas within the WKU Police Department. According to this survey, the department had too many ranking officers for a department with 26 sworn personnel. The report's recommendation was to reduce the number of officers at the upper echelons. This task of reorganizing the department fell to Chief Deane.

"When I came here, 12 of 23 people in the department had rank. That's 52 percent, which is overkill," Deane said. "Based on my reorganization, 39 percent, or nine of 23 sworn people will hold the rank of sergeant or above."

Prior to the reorganization, the department consisted of a chief, one major, two captains, four lieutenants, and four sergeants. Deane eliminated the ranks of major and lieutenant. He created one new position, that of assistant shift commander which is an officer in training to become a sergeant.

"Those positions that were once ranked will now be police officer posi-

tions, so that will give us more officers out patrolling the campus. Of course, more coverage means better crime coverage and better service to the university community," Deane said.

He stressed that all changes in rank within the department are due to the reorganization, not due to demotions. No officer received a cut in pay. He said he wants people to know that if they see an officer who used to be a lieutenant but is now a sergeant, the change of rank is as a result of reorganization within the department and nothing more.

"What's important to me is that the police department is very visible on campus, that they're approachable, that people can depend on them and come to them for questions," he said.

The department is in the process of filling five positions, but it will not be running at full capacity until March. It takes time for officers to complete the training process. Once a candidate is selected, he or she must then attend the Police Academy for 16 weeks. This is followed by ten weeks of field training.

In preparation for the fall semester, officers have been in training with hall directors and resident assistants to exchange ideas and suggestions

about campus safety and "to get to know each other before they are in a crisis situation," Deane said.

Terry Scott, crime prevention training coordinator, said the WKU police Department offers classes and training sessions throughout the academic year on such topics as: alcohol and drug awareness, pedestrian safety, fire safety and sexual assault prevention. Scott said that anyone wishing to attend a training session on these or other topics should contact him at the WKU Police Department. Classes are taught as needed or by request.

Scott said crime prevention is primarily common sense. "It's little things like locking your door," he said. "That applies to faculty and staff as well as to students. It only takes a few seconds for someone to walk into your office, take something and be gone."

He also suggested parking in well-lit areas and not leaving loose items such as cell phones, CDs, or change in plain view inside your car.

Chief Deane said having more police officers patrolling the campus—the desired result of the reorganization—will increase the visibility of the officers, and promote a campus-wide sense of security.

INTRODUCING DR. GERALD E. 'GENE' TICE, VICE PRESIDENT FOR STUDENT AFFAIRS

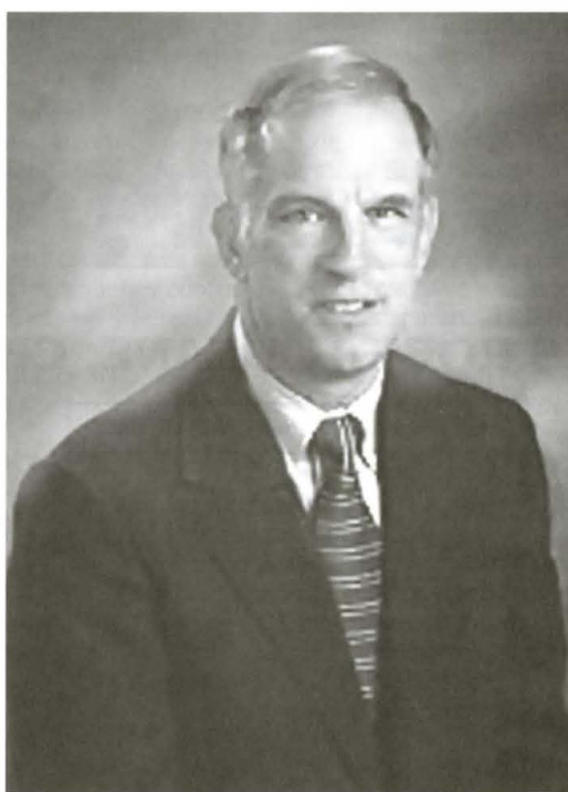
A veteran administrator from Mississippi has been named the vice president for Student Affairs and Campus Services at Western Kentucky University.

Dr. Gerald E. "Gene" Tice, associate vice president for Student Affairs at Mississippi State University in Starkville, assumes his new post this month.

Dr. Tice has been associate vice president for Student Affairs at Mississippi State since 1997. From 1988 to 1997 he was assistant vice president for Student Affairs and has been an assistant professor of counselor education there since 1978.

He has also served as director of Housing and Residence Life at MSU; associate director of Housing and Residential Life and director of housing operations at the University of Alabama; and assistant dean of students at Muskingum College.

Dr. Tice has a doctorate in counseling and guidance and a master's degree in college student personnel from the University of Alabama and a bachelor's degree in economics and business administration



Dr. Gene Tice

from Muskingum College.

Last fall Dr. Jerry Wilder announced his plans to retire as Student Affairs vice president to teach in the Department of Educational Leadership effective June 30, 2000. Dr. Wilder, a Western graduate and an employee since 1967, became Student Affairs vice president in 1986.

As vice president, Dr. Tice will supervise an associate vice president for student affairs and an associate vice president for campus services. He will oversee the areas of Intramurals and Recreational Sports, Student Activities and University Centers, Housing and Residence Life, Minority Student Support Services, Career Services, Counseling Services, Facilities Management, Food Services, Postal Services, Vending Services, I.D. Services, Campus Health Services, Printing Services, Property Management and the University Bookstore. He will also provide direct oversight for the University Police Department, Human Resources, Disability Services, Environmental Health and Safety and Equal Opportunity and ADA Compliance Services.

ANNOUNCING COLLEGE HEIGHTS HERALD STAFF

Western Kentucky University senior Charlie Lanter of Lexington has been named editor of the College Heights Herald for the fall semester.

The Student Publications Committee selected Lanter, a journalism and government major who will be a reporting intern this summer at the Lexington Herald-Leader. His previous internships have been at Hotline, a political newsletter in Washington, D.C.; the Peoria (Ill.) Journal Star, the Owensboro Messenger-Inquirer and The Leader at Fort Knox.

John Tebault, a senior advertising major from Big Clifty, was named advertising manager. Tina Ashford, a senior advertising manager from Nashville, Tenn., will be classified advertising manager.

Mattias Karen, a senior journalism major from Uppsala, Sweden, will be managing editor/news. Ryan Clark, a junior journalism major from Louisville, will be assistant managing editor/sports and features.

Other members of the editorial board for the fall 2000 semester will be Jim Gaines, a senior journalism major from Bowling Green, opinion editor; Lyndsay Sutton, a junior journalism major from Shelbyville, assistant sports editor; Matt Batchelder, a senior journalism major from Bardstown, assistant features editor; Justin Shepherd, a sophomore journalism major from Shepherdsville, copy desk chief; and Andrew Otto, a senior photojournalism major from Vail, Colo., photo editor.

MARTIN, BEDO LEAD STUDENT GOVERNMENT

Cassie Martin and Leslie Bedo will lead Western Kentucky University's Student Government Association for 2000-2001.

Martin, a Glasgow junior, was elected SGA president and also will serve as the student representative on Western's Board of Regents. Bedo, a Bowling Green sophomore, was elected vice president.

Amy Caswell, a Paris sophomore, was elected finance vice president.

Also elected were Adam Howard, a Florence junior, administration vice president; and Leslie McClard, a Scottsville junior, public relations vice president.

STAFF ELECT STUDENT LIFE DEAN BAILEY REGENT



Howard Bailey

Howard Bailey was elected Western Kentucky University's staff regent in June.

Bailey, dean of Student Life, received 214 votes. Tony Thurman, exhibits technician in Library Special Collections, received 166.

Bailey, who has been at Western for 29 years, will serve a three-year term on the Board of Regents beginning July 1 and ending June 30, 2003. He replaces Joy Gramling who had served two terms.

Look for an in depth interview with Western's newest regent in the September issue of *On Campus*.

LANDMINE RESEARCH GAINS INTERNATIONAL FAME

A device to detect landmines is attracting international recognition for Western Kentucky University's Applied Physics Institute.

Explanation of the instrument that uses a pulsed-neutron emitting probe to analyze elemental composition appears in the quarterly journal of the International Atomic Energy Agency.

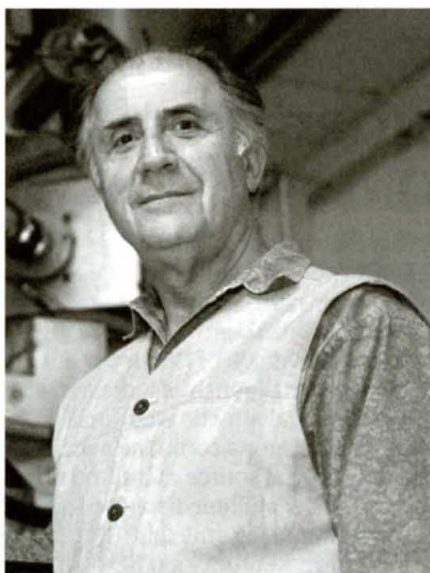
The United Nations wants to purchase one of the patented PELAN (Pulsed ELEMENTAL Analysis with Neutrons) devices and conduct extensive testing for detection of landmines, according to Dr. George Vourvopoulos, director of Western's Applied Physics Institute.

About 25,000 people worldwide are injured each year by landmines, Dr. Vourvopoulos said. "Several countries are terribly infested with mines," including Croatia, Bosnia, Afghanistan, Mozambique, Cambodia and South Africa, he said.

Western's Applied Physics Institute is working on three main research projects utilizing the pulsed fast/thermal neutron analysis technique, which allows for non-intrusive and

non-destructive inspection: coal analysis, detection of explosives and detection of illicit drugs.

"The common part of all three projects is that we can identify their



Dr. George Vourvopoulos

chemical elements without seeing or touching the object," Dr. Vourvopoulos said.

Dr. Vourvopoulos and his team of researchers have acquired experience and a name for themselves in elemental analysis.

The research by the Western professor and others to develop an elemental coal analyzer for the Department of Energy caught the attention of other federal agencies that were seeking devices to detect explosives and illicit drugs. One included the Department of Defense.

Work on the detection of explosives has branched into three areas: landmines, unexploded ordnance and chemical warfare agents.

Over the summer, Western researchers participated in an international meeting on chemical weapons destruction in the Netherlands and in an international conference on explosives and drug detection techniques in Crete.

"On a weekly basis, we have national and international contact," Dr. Vourvopoulos said.

HONORING AN ALL-STAR

Laurie Townsend, a four-year letterwinner and all-Sun Belt Conference selection at Western Kentucky University, has been chosen for induction into the Kentucky All-Star Hall of Fame. The former Kentucky Miss Basketball and Lady Topper standout was honored between games of the Kentucky-Indiana High School All-Star Series in June.

Townsend is the second Lady Topper in as many seasons to be inducted into the Kentucky All-Star Hall of Fame. Former WKU great, and current Lady Topper associate head coach Mary Taylor Cowles joined the Hall in 1999.

A graduate of Apollo High School in Owensboro, Townsend was ranked 28th among the top 64 high school players in the nation in 1994 by Basketball America. She averaged 30 points per game as a high school senior, shooting 47 percent from three-point range and 57 percent from the



Laurie Townsend

field. She was also a first team all-state pick, a fourth-team Parade All-American, a Kentucky All-Star and the eighth of 10 Kentucky Miss Basketball honorees to play for Western.

Once arriving on the Hill, Townsend was the quintessential point guard, guiding the Lady Toppers to three NCAA Tournaments, including a trip to the NCAA Sweet Sixteen in 1995. She averaged 8.2 points per game and finished her WKU career with 1,063 points, making her one of 24 Lady Toppers to reach the 1,000-point plateau. Townsend was a solid shooter during her tenure at Western, connecting at a 35.8 percent clip from three-point range and ranking in the top 10 on each of WKU's career three-point categories. She was also incredibly accurate from the free throw line, shooting nearly 79 percent from the stripe, the fourth-best mark in school history. She also set a school record by hitting at an 86.9% rate from the line in 1997-98.

GATEWAY TO THE FUTURE

The presidents of the Gateway Football Conference member institutions voted unanimously in June to invite Western Kentucky University to become the league's eighth school during meetings in St. Louis, Mo. Hilltopper football would begin play in the Gateway in the 2001 season. "We had a very successful meeting with the presidents of the Gateway schools," said Western President Dr. Gary Ransdell, who made WKU's presentation in St. Louis, assisted by Cornelius Martin (Chairman of the University's Board of Regents) and Athletics Director Dr. Wood Selig. "Western and Gateway member institutions are remarkably similar in their academic and athletic missions. This will be a perfect fit for Western and our football program. The Gateway is arguably the premier I-AA football-playing conference in the nation." Hilltopper football will compete in the Ohio Valley Conference for the second straight season this fall. However, changes in OVC rules and regulations enacted this spring regard-

ing football-only membership forced Western to pursue other opportunities.

For ticket information on all Hilltopper sports, contact the WKU Ticket Office (270) 745-5222 or (800) 5-BIG-RED. Information for VISA, Master Card and Discover welcome.

MORE SPORTS, ONLINE!

Western Kentucky University athletics, in conjunction with Student Advantage's FANOnly Network, is expanding efforts to provide fans with complete coverage of Hilltopper athletics through the launch of a comprehensive official athletic web site located at wkusports.com. The site, is the only official source of information, merchandise, multimedia and more for Western Kentucky athletics.

Western Kentucky's official athletic web site will provide Hilltopper fans with complete information on all WKU sports. Also included are photos, au-

dio and video clips, event coverage, rosters, schedules and interactive promotions and games. Throughout the year, the site will also offer opportunities to interact online with WKU players and coaches. Fans will also be able to purchase officially licensed merchandise through the site FANStore with proceeds from each sale benefiting the athletic department. Online ticketing and other enhancements are expected to be added to the site in the coming year. "Our new wkusports.com internet site will position Western athletics with worldwide distribution to every fan and follower of Hilltopper athletics," said Western Kentucky Athletic Director Wood Selig. "We will be able to supply up-to-date game stories hours after their completion, game and season statistics, live radio play-by-play, Q and A with our coaches and staff, the latest in Western sports apparel, and much, much more. For the true Western fan and the casual observer, there will be no equal to wkusports.com." Bookmark it today!

HILLTOPPERS KICK OFF SEASON SEPT. 9

Three teams appearing in the final top 25 poll of 1999 and two others in the receiving votes category highlight the 2000 Western Kentucky University football schedule. The Hilltoppers slate will include six home games as well as a visit to defending Ohio Valley Conference champion Tennessee State, the No. 1 seed in last year's Division I-AA playoffs. "I'm encouraged that we've been able to put together an 11-game schedule again," head coach Jack Harbaugh said. "The players have worked hard all winter and spring and deserve 11 opportunities to show how they've developed in the fall."

The season begins Sept. 9 with a 5 p.m. (CDT) kickoff against OVC foe Tennessee-Martin at L.T. Smith Stadium/Jimmy Feix Field; the fourth straight year the Toppers will open with the Skyhawks, and second straight that it will be a league game. A trip to Elon, who was 9-2 and ranked 21st in last year's final poll the following week begins a stretch of three consecutive road games to close out September.

WKU will also visit Southeast Missouri Sept. 23 and in-state rival Murray State Sept. 30 in the OVC, with both games set to begin at 6 p.m. The Hilltoppers and Racers will renew their battle for "The Red Belt", a tradition that started in 1978 which Western leads 12-7-1.

The Toppers will play three of four games in October at Smith Stadium to conclude their second season back in the OVC. Longtime rival Eastern Kentucky visits Oct. 7 at 5 p.m., and Tennessee Tech comes to town the following weekend for a 4 p.m. kickoff as part of Western's Homecoming weekend.

WKU will end its seven-game conference slate against Eastern Illinois at 5 p.m. Oct. 28. The lone road game of the month will take place at Adelphia Coliseum in Nashville, Tenn., Oct. 21 at 6 p.m., when the Toppers travel to face two-time defending league champion Tennessee State, who concluded the 1999 season 11-1 and 7-0 in the OVC.

Three non-conference games in November will wrap up the Hilltoppers 82nd season of football. WKU visits South Florida Nov. 4 at 6:05 p.m. in its final road game of the year to finish a four-game series with the Bulls, who are in a Division I-A transition year. Indiana State comes to town Nov. 11 and Southern Illinois travels to Bowling Green the following week to conclude the schedule, with both games set to kickoff at 1 p.m. The SIU contest will mark the first time since 1993 that Western will conclude the regular season at home. "The tough part of the schedule is having so many road games early," said Harbaugh.

"At the end of September, we will have played six of our last seven games away from home. That's tough on a young ballclub like we've got." WKU faced 10 of the 11 opponents on the 2000 schedule last fall (going 5-5 against them) and leads the all-time series with nine; Tennessee State and Eastern Illinois hold the advantage over the Toppers. Elon, the only newcomer to the slate, fell 41-38 in overtime to WKU during Homecoming at Smith Stadium Oct. 24, 1998, in the teams' only previous meeting. Western finished 6-5 overall, 4-3 in its first year back in the Ohio Valley Conference in 1999; good for a third-place tie. The Hilltoppers have recorded four consecutive winning seasons.



Date	Opponent	Time
9/9	Tennessee-Martin *	5 p.m.
9/16	at Elon	TBA
9/23	at Southeast Missouri *	6 p.m.
9/30	at Murray State *	6 p.m.
10/7	Eastern Kentucky *	5 p.m.
10/14	Tennessee Tech * (Hc)	4 p.m.
10/21	at Tennessee State *	6 p.m.
10/28	Eastern Illinois *	5 p.m.
11/4	at South Florida	6:05 p.m.
11/11	Indiana State	1 p.m.
11/18	Southern Illinois	1 p.m.
11/25	NCAA I-AA Playoffs - First Round	TBA
12/2	NCAA I-AA Playoffs - Quarterfinals	TBA
12/9	NCAA I-AA Playoffs - Semifinals	TBA
12/16	NCAA I-AA Playoffs - Championship	TBA

* denotes Ohio Valley Conference game. All times Central and subject to change

DATES TO REMEMBER

August

14

New Faculty Benefits Orientation
8:15 a.m.
Department of Human Resources
WKU South Campus Conference Center

Council of Academic Deans
8:30 a.m.
WAB 202

New Faculty Luncheon
11:30 a.m.
WKU South Campus Conference Center
163B

Academic Affairs New Faculty
Orientation
1 p.m.
WKU South Campus Conference Center

President's Reception for M.A.S.T.E.R.
Plan Students
All Faculty and Staff are invited
Preston Center
7 p.m.

15

University Fall Welcome
with President Ransdell
7:30 a.m.
Continental Breakfast
7:30 a.m.
Remarks
8 a.m.
E.A. Diddle Arena

16

Academic Departmental Meetings
8 a.m.
College Dean Meetings with Faculty
10 a.m.
University College 101 Faculty Meeting
2:15 p.m.
Downing University Center 340

17

OAR (Orientation-Advisement-
Registration)
8 a.m.

Graduate Assistants Orientation
8 a.m.
WKU South Campus Conference Center

President & Provost meeting with
Academic Deans, Academic Associate,
Assistant Deans Department Heads,
and Directors
3 p.m.
Regents Room

18

OAR for walk-ins
8 a.m.

Academic Affairs Faculty Convocation
Other meetings may be scheduled as
considered appropriate
10 a.m.
Van Meter Auditorium
Reception following Convocation behind
Van Meter

21

Classes begin at all campuses
8 a.m.

Dr. J. Farley Norman, recipient of the Faculty Excellence Award in Research/Creativity, was out of the country during the summer months performing collaborative research in Leuven, Belgium. In September, On Campus will feature an interview with Dr. Norman about his research, which for the past 15 years has been concerned with human visual perception.

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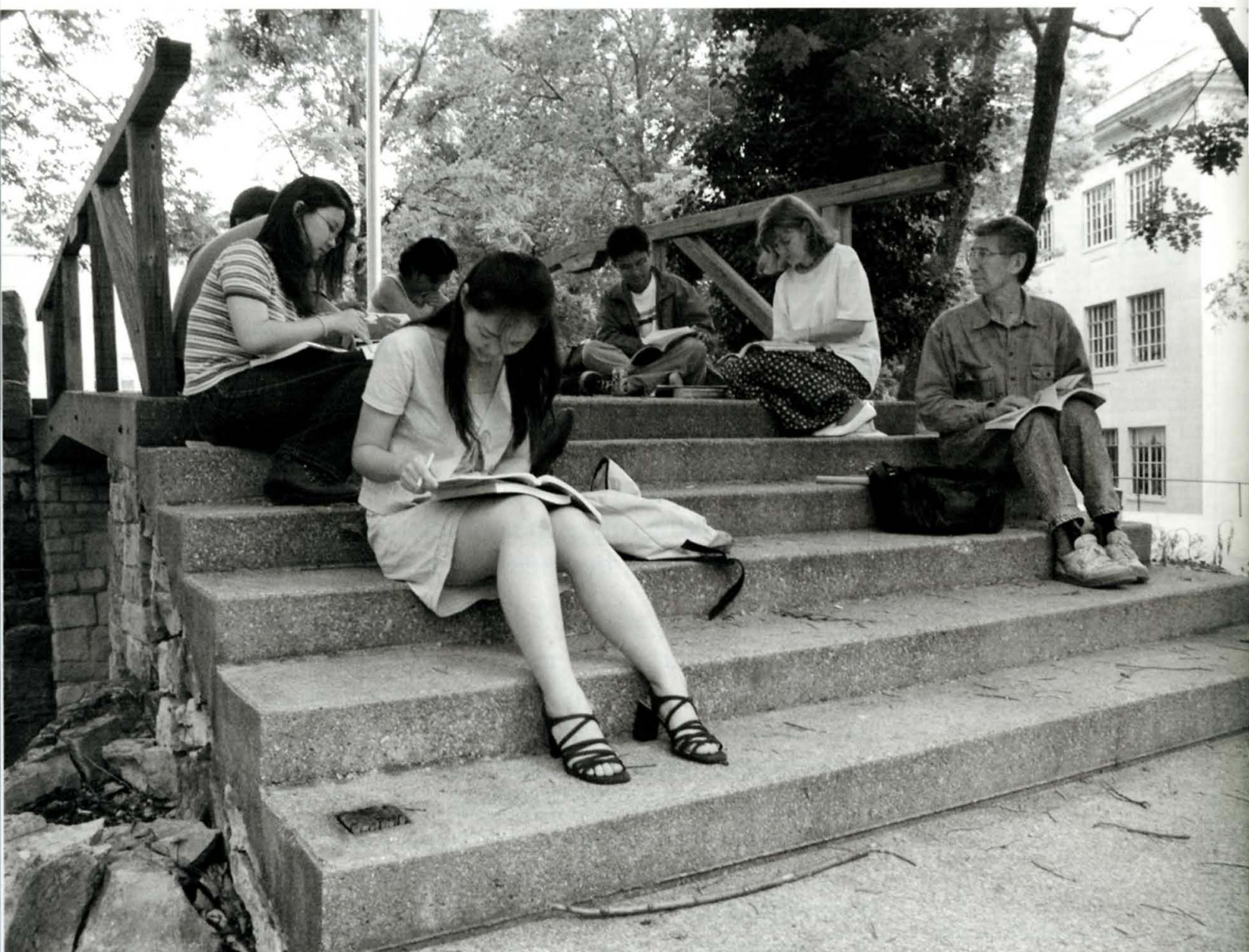
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